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ABSTRACT

The study to assess the status of elementary and secondary home economics programs in Massachusetts and to determine the inservice needs of the teachers also had the objectives of: determining desirable types of inservice activities, determining desirable subject areas, gathering information on teacher education and experience, and sharing the findings with those responsible for planning inservice programs. Two questionnaires, one to collect information on programs and the other for teacher information, were developed and sent to all 1,403 home economics teachers in the state and to 731 schools. Responses from 426 schools and 956 teachers are analyzed separately in detail, with discussion of the information gathered from each section of the questionnaires. A general discussion section expands on the following: progress toward shorter courses by one-third of the schools; boys in courses in one-half of the schools; food and clothing areas as the major course content; lack of federal funding; need for more diversified programs; teacher interest in inservice dealing with nutrition, consumer education, family living, and special education students; desirable times for inservice; and reasons for not pursuing graduate study. A two-page bibliography and copies of the two questionnaires are also included. (MS)

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A Study of Home Economics Programs and the Expressed Educational Needs of Home Economics Teachers in Massachusetts

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Chapter I

Introduction

In a changing society the role as well as the competencies demanded of teachers will change. It is essential, therefore, that in-service activities be available to assist teachers in coping with these changes. These activities will be more meaningful if the planners are aware of where the participants are and take them from there in the direction they wish to go.

In an AVA Journal article, Rakes[1] is very critical of the millions of dollars that are spent on national, state, and local workshops, in-service meetings, courses etc. and the limited success of these efforts. He recomends a diagnostic program in which participants determine to some extent what is covered.

Lano[2] states that "no one asks a teacher much about anything and about professional development, even less." Surveys of needs expressed by teachers are few and infrequent, and there is danger that teacher education programs may become insensitive to actual teacher needs.

Many school systems require teachers to obtain additional credits for salary increment. Graduate level courses should be available to meet the constantly changing needs of teachers. This added responsibility may tax the already limited resources of the colleges and universities. Crabtree[3] advocates that the expressed needs of the teachers must be considered in establishing any new programs or courses.

Finding out what teachers need and want was the first challenge of NEA's Division of Instruction and Professional Development. A Preliminary in-depth study is currently being conducted to identify teacher problems and the type of assistance that would reduce the problem.

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1. Rakes, Thomas. "A Diagnostic Approach To Inservice Education." American Vocational Journal Vol. 47 (January, 1972) pp. 99-100.

2. Lano, Richard. "It's Time To Ask The Teacher" American Vocational Journal Vol. 46 (November, 1971) pp. 47.

3. Crabtree, Beverly and Lois Huges "Inservice Programs for Home Economics Teachers." American Vocational Journal Vol. 44 (September, 1969) pp. 49-50.

Bohn[4] believes that the current teachers must be the ones to introduce the new concepts and ideas into the schools. These ideas can be introduced to the teachers through in-service education, but essentially the teacher must be convinced that the change is desirable and will improve his instructional program.

In the preparation of home economics teachers, the controversy of generalist vs. specialist is evident. Tripple[5] proposes that at the undergraduate level a general background in the field of home economics be provided and specialized training occur through in-service or post-baccalaureate work. This program would give more responsibilities to the colleges in the in-service arena.

The literature points out a definite need for initiating in-service educational programs, and to be effective an assessment of needs expressed by the teachers is necessary. Also helpful is a knowledge of the current status of existing programs to provide a beginning point.

As a result of these concerns, Framingham State College through the Home Economics Resource Center with the aid of funding from the Massachusetts Department of Education, Division of Occupational Education, sponsored a study to assess the current status of home ecomomics programs in Massachusetts and to determine the in-service needs of the teachers.

The objectives of the study were:

1. To determine the current status of home economics programs in elementary and secondary schools in Massachusetts.
2. To determine the expressed needs of home economics teachers in relation to in-service education.
3. To determine the most desirable types of in-service activities for home economics teachers.
4. To determine the most desirable subject matter areas to be included in such programs.
5. To gather educational background data, teaching experience and other related data.

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4. Bohn, Ralph. "Inservice Education - Vehicle for Change" American Vocational Journal Vol. 44 (September, 1969) pp. 29-30.

5. Tripple, Patricia. "Some Thoughts on Preparing Home Economists and Educators" American Vocational Journal Vol. 46 (November, 1971) pp. 83-84.

6. To share the findings of the study with institutions and groups responsible for planning in-service education programs for home economics teachers.

Chapter II

Methods and Procedures

Development of Questionnaire (see Appendix I and II for sample questionnaire)

The questionnaires were developed by the principal investigator with assistance from FSC personnel and the Home Economics Resource Center. Two questionnaires were devised. One to gather information on home economics programs and the other for teacher information. Most questions could be answered with a check response.

Program information was collected on type and size of school, type and length of home economics courses, percentages of student body in home economics, and subject content of the courses. Content was gathered on three types of home economics programs: (a)Junior High or 8th grade and below (b) Non-occupational for 9th grade and up (c) occupational home economics courses.

The information received from the home economics teachers included their teaching experience, educational background, marital status, professional affiliations, subject areas taught, future study plans, topics of interest for in-service programs, most desirable types of in-service activities, and principle influences on course content.

For the purpose of pre-testing, the questionnaires were administered to a group of home economics teachers taking a consumer education course at Framingham State College. Comments by the teachers were considered in the revisions. The questionnaire was refined and the final form was developed with assistance from the staff of the Resource Center and Teacher educators at Framingham State College.

Collection of Data

The first week in May, 1973, the teacher questionnaire was coded and mailed to 1403 home economics teachers in Massachusetts. This was the entire population of home economics teachers in the state according to the latest list compiled by the Resource Center.

The home economics program questionnaire was included for 731 schools. Any school from elementary through high school with a home

economics program was surveyed. A letter was included with the questionnaires which explained the pruposes of the study and a stamped, self-addressed envelope was enclosed for ease in returning the completed questionnaire.

Two weeks after the return date, a reminder post card was sent to all those teachers who had not returned the questionnaire. Some telephone calls were also made.

A total of 956 home economics teachers, or 60% of the population, returned the completed questionnaire. Home economics program surveys were received from 426 schools for a return rate of 57%. This less-than-100% response could be attributed to the time of year the study was conducted.

Analysis of the data

All answers were given a numerical code and these were key punched on cards. The SPSS (Statistical Package for The Social Sciences) computer system was used to analyaize the data. Responses were tabulated according to frequency and percentage.

The results of this analysis is presented in the following chapter.

Chapter III

Analysis of the Data

Part I- Home Economics Program Information

Replys were received from 426 schools. The schools were of the following types: 138 senior high schools, 127 junior high schools, 45 junior - senior high schools, 58 middle schools, 47 elementary level and 5 vocational schools. Six replys did not indicate type of school.

The largest number of schpols, 185 had an enrollment from 500 to 1000 students. Eighty-two schools had less than 500 pupils, with 92 enrolling 1000-1500, 36 had 1500 to 2000 students. Senior high schools tended to be the largest.

The following table indicates the length of home economics courses according to the type of school.

Table I- Length of Home Economics Courses

Length of Courses	Type of School					
	Sr. High	Jr. High	Sr-Jr High	Middle	Elem	Voc.
Continous for entire yr.	70	71	23	37	40	4
Semester or ½ yr.	19	23	5	3	2	0
Both sem. and full yr.	46	22	14	8	2	0
Other type	2	5	1	8	2	1

Thirteen people did not respond to the question pertaining to the length of their home economics courses. Those checking "other" category usually meant that courses were less than a semester in length such as a block program. Over half the replies, 58%, or 248 schools, had home economics courses that were continous for the entire year. Fifty-two or 12% had courses a semester in length and 92, 22%, had a combination of both.

Schools showed some diversity in their requirements for students to enroll in home economics courses. Table II illustrates whether home economics was required or elective, the students affected, and the type of school.

Table II- Enrollment requirements for home economics courses

Enrollment Requirements	Sr. High	Jr. High	Jr-Sr High	Middle	Elem	Voc
Required for girls in 8th grade and below	25	106	31	45	16	0
Required for boys and girls 8th grade and below	0	2	2	3	5	0
Elective for 9th grade and above	124	52	37	3	2	2
Other course enrollment requirements	17	38	11	26	36	3

As expected, home economics was required for girls in 224 schools, but only 12 schools required it for boys. The 25 senior high schools indicating the requirement for girls may have refered to their school system's requirement, rather than their specific school. The "other" category, when checked was sometimes followed with requirements different than the previously stated ones. Some of those listed were to require home economics only for girls in one junior high or middle grade level and not for all levels. Some had elective programs for boys and required ones for girls.

A much higher percentage of the student body took home economics at the junior high level than senior high, as indicated in Table III.

Table III- Percentage of student body enrolled in home economics courses

Percentage	Sr. High	Jr. High	Jr.-Sr. High	Middle	Elem.	Voc.
Over 50%	8	60	5	34	9	0
25-50%	27	53	17	13	11	1
15-25%	42	5	10	6	9	2
5-15%	42	3	7	1	7	1
less than 5%	8	1	2	0	1	1

Talbe IV indicates the percentage of boys enrolled in home economics courses. Half the schools, 49.5%, did have boys in their home economics courses, and 13 schools enrolled over 40% or more of the boys in home economics.

Table IV- Percentage of boys in home economics courses

Percentage	Sr. High	Jr. High	Jr.-Sr. High	Middle	Elem.	Voc.
None	58	81	17	30	26	4
less than 5%	37	27	13	11	6	1
5-15%	22	11	8	3	3	0
15-40%	13	4	6	5	2	0
Over 40%	5	1	0	4	3	0

Separate questions were asked relating to home economics course content for programs involving 9th grade and above and those 8th grade and below. Table V shows the replys for 8th grade and below. A few senior high schools responded to this question, but it can be assumed that they were probably referring to programs in the school system rather than the specific school.

Table V- Course content for 8th grade and below

Content	Sr. High	Jr. High	Jr.-Sr High	Middle	Elem.
Equal emphasis on foods and clothing	7	93	25	45	17
Primarily foods	1	7	3	1	3
Primarily clothing	3	15	4	4	18
Balance of all home ec. areas	4	21	12	9	5
Other- than above	1	16	6	10	3

For courses involving 9th through 12th grade students, the respondents were to indicate the number of home economics courses they offered in various subject areas. This question was misunderstood by a number of teachers who checked the areas, rather than indicating the number of courses. All those responding in this manner were listed as offering one course. Others listed number of sections rather than number of courses. These factors should be cnsidered in interpreting Table V.

Talbe VI- Home economics course offerings grades 9-12

Subject Areas	Number of Home Economics Courses				
	one	2-3	4-5	6-7	8 or over
Mainly foods & Clothing	63	19	6	5	7
All home ec. areas	67	16	6	2	0
Foods courses	55	41	22	6	6
Clothing courses	57	46	23	4	5
Family living courses	81	10	1	-	-
Housing & ID courses	61	5	-	-	-
Child development	65	14	4	-	-
Consumer education	47	2	1	-	-
Other areas	36	3	1	-	-

Information was gathered on occupational home economics programs. Thirty-two schools indicated they had an occupational program in child care services, 21 in food services, 8 in dietary aide and 16 with programs in other home economics related areas. Of the 53 schools with home economics occupational programs, 43 were under the auspices of the home economics department and 10 under another department. Thirty-four schools had a work experience program as part of the occupational home economics program.

Talbe VII indicates the number of home economics teachers in each school.

Table VII- Number of Home Economics Teachers

Number	Sr. High	Jr. High	Jr.-Sr. High	Middle	Elem.	Voc.
one	33	29	14	16	31	1
2-3	74	65	19	28	9	1
4-6	19	20	6	6	1	2
over 6	5	2	3	0	0	1

Half the schools 49.2% indicated a home economics department head. Several school systems have city supervisors who perform similar functions to a department head.

Part II- Home Economics Teacher Information

The four page teacher survey form was returned by 956 teachers. Both personal and professional data were collected, with the major focus on in-service educational needs.

Teaching experience of the respondents ranged from beginning teachers to those ready for retirement. 18.5% or 177 teachers taught 2 years or less, 236 had taught 3-5 years, 186 completed 6-10 years, 208 were teaching 11-19 years and 139 had taught 20 years or over.

Information on marital status and children produced the following results: 211 were single, 239 were married, but had no children, 418 were married and had children, 22 were widowed or divorced and had no children, while 56 were widowed or divorced with children.

Data on educational preparation indicated that 36 had not received their Bachelors degree, 522 had a Bachelors degree, 171 had obtained 15 credits beyond their Bachelors, 189 had a Masters and 37 had a Masters plus 30 credit hours. Over half, 56% had received educational preparation in home economics education, 170 majored in foods or a related area, 71 in clothing, 68 in a home economics subject area other than foods or clothing and 64 did their Bachelor's level of preparation in a non-home economics area.

Thirty-seven percent or 355 teachers had received their Bachelor's level of educational preparation from the Framingham State College, 91 graduated from the University of Massachusetts and 44 from Simmons College. Thus the three major home economics degree- granting institutions in the state have prepared over half the home economics teachers currently employed in the state. Of those receiving home economics preparation from other schools, 211 were enrolled in a college in one of the six New England states while 201 graduated from an institution in another part of the United States. 367 respondents taught in Senior High Schools, 311 in Junior High Schools and 177 in combination Jr-Sr High Schools. The remainder taught in middle schools - 79 teachers, at the elementary level -41, or in vocational schools - 14.

Teachers were asked to indicate their current membership status in four professional associations. These results indicated that 331 were

members of the American and Massachusetts Home Economics Associations. 23 were members of theAmerican and Massachusetts Vocational Association, 130 were members of Home Economics Division of NEA and 642 were members of the Massachusetts Teachers Association. Membership figures indicate a much lower number of teachers are actual member of the Home Economics Division of NEA than the data present. Many reapondents may have thought that membership in NEA would aotomatically make them a member of this Division, which is not true.

All except 32 teachers were employed as full-time teachers by their schools. 94 percent of those responding or 900 teachers spend all of their teaching load in home economics courses. Of the remaining ones, 28 spent 75%, 12 devoted 50% and 9 less than 50% of their teaching load on home economics or related areas.

A little less than 4% of the teachers or a total of 36 were involved in an occupational home economics program. All the rest taught in a general homeeconomics program.

The breadth of the respondents' home economics teaching was measured by the percentage of time they devoted to the subject areas in home economics. This is indicated in Table VIII.

Table VIII Percent of home economics teaching load spent in content areas.

Content Areas	Percentage of Teaching Load					
	100%	75%	50%	25%	10%-or less	none or no respo
Foods	111	101	222	182	56	284
Clothing	121	110	199	184	47	295
Child Development	21	11	27	70	236	591
Family Living	8	8	16	83	233	606
Housing & Int. Design	0	8	5	45	196	708
Money Management	1	1	2	33	222	697
Other Areas	1	3	8	25	107	812

As expected, the foods and clothing areas received the greatest concentration. Two-thirds of all the respondents were teaching in these content areas with 24 percent spending 100% of their time in one or the

other areas. The"other" category was checked by 144 teachers and subjects most often mentioned were crafts, first aid, or home nursing.

Several questions related to current or future plans for graduate study. Analysis of these questions indicated that 150 were currently working for a Master's Degree and 206 intended to start work on this Degree within the next five years. 226 teachers already had the Degree, which left 376 who were not interested in working for a Masters Degree within the next five years. The reasons given for not pursuing graduate work were: family responsibilities- 158, No desire-51, not enough financial gain-23, no training center near home -42, not required for promotion-10, lack of time- 26, retiring in near future- 91.

Those teachers currently in a Masters program indicated the following areas of major concentration: 46 in home economics education, 47 in a home economics subject area, 38 in an area of education and 10 were studying a non-home economics or non-education area.

Of the 158 teachers who plan to work toward their Masters within the next five years, 25 would study home economics education, 29 would chose a home economics content area, 103 plan to take work in an education area and one selected a liberal arts area. 134 teachers indicated the college or university at which they plan to take courses toward their Master's Degree. These colleges were Framingham State College - 63, University of Massachusetts - 5, Simmons College -20, another college in New England- 32 and an institution outside of the New England area -14.

Sixty-five percent or 622 respondents indicated that their school required course work or participation in in-service activities as a requirement for salary increment. Of this number, 276 said their school systems required this course work to carry graduate credit.

A great majority of the teachers had recently taken course work in home economics or education. 610 indicated they had taken some courses within the last two years and 189 had course work within 3-5 years; thus, 87 percent had pursued course work within the last five years. Of the remaining 13 percent: 57 teachers had not taken a course in 6-10 years, 42 in 11-20 years and 19 had no course work in more than 20 years.

Teachers responded to a list of 36 topics according to their need

for information that could be included in an in-service education program. Interest was indicated by a five point scale ranging from Highly Desirable to Highly Undesirable. The Number of Teachers responding in each category to these 36 topics is included in Table IX.

Table IX- Interest level in In-service Topics

Topic	Highly Desirable	Desirable	Slightly Desirelbe	Undesirable	Highly Undesiree
Foods	299	274	206	60	20
* Nutrition-weight control	325	284	184	51	21
Home Mgnt. in relation to dual role of homemaker wage earner	228	256	228	94	42
Textiles	220	276	230	87	41
* Consumer Ed.	417	297	126	25	10
* Family Life	339	287	170	45	19
Child dev. in relation to ed. for parenthood	296	242	193	88	39
Housing & Int. Design	133	237	303	111	65
Communications & Human Relations	248	252	223	92	34
Social issues affecting the family	262	260	226	78	32
Health Ed.	177	266	245	114	50
Trends in Home Ec. Ed. at H.S. level	243	214	211	109	79
Home Ec. at Elem. level	151	170	204	157	145
Boys in Home Ec. 9th grade or below	271	194	161	128	104
Boys in Home Ec. Above 9th grade	265	226	162	104	96
Clothing selection, construction	284	261	205	77	38

Table IX- Con't

Topic	Highly Desirable	Desirable	Slightly Desirable	Undesirable	Highly Undesirab
Adult Home Ec. programs	99	156	239	179	161
Dept. Administration	128	147	210	179	162
Curriculum Dev. Behavioral Objectives	175	221	262	114	76
Curriculum Dev. concepts and generalizations	151	219	283	115	76
Curriculum Dev. Individualized Instruction by learning packets	257	232	204	71	5
* New Teaching Methods, Techniques and Materials	509	268	85	17	5
* Developing and using instructual media	307	307	177	44	15
Student Evaluation	139	315	279	77	32
Program Evaluation-	169	328	248	74	30
* Dealing with low ability students	307	260	182	62	22
Initiating change in the Ed. environment	182	276	246	85	37
Legislation affecting home ec.	169	236	288	102	47
Occupational home ec.	215	232	226	111	53
New Ed. concepts	256	256	208	73	39
Trends in Home Ec. at Middle or Jr. High Level	316	186	180	104	68

Table IX- Con't

Topic	Highly Desirable	Desirable	Slightly Desirable	Undesirable	Highly Undesirabl
Discipline problems	179	196	249	138	77
* Motivation of Students	330	306	159	47	24
Communications with ad., Teachers, Parents	141	222	306	119	47
Incorporating FHA into program	73	127	264	201	157
Teaching in inner-city environment	104	113	185	200	219

*- Rated highly desirable or desirable by 2/3 of the teachers.

This same 5 point rating scale was applied to the desired types of in-service education opportunities. Teachers were asked to rate each item according to their desire to participate. Some teachers were not interested in any type of activities and gave no responses. The information collected from those responding to desired types of in-service programs is shown on Table X.

Table X- Desired types of in-service education opportunities

	Highly Desirable	Desirable	Slightly Desirable	Undesirable	Highly Undesi
* Summer Seminars(1-2 weeks)	325	223	133	76	84
Summer Courses (3-6 weeks)	271	221	136	104	100
School year late afternoon courses	225	193	153	122	135

Table X- Con't

	Highly Desirable	Desirable	Slightly Desirable	Undesirable	Highly Undesirab
Evening Courses	178	188	152	151	144
School year week day workshops	340	236	120	71	87
Workshops or courses during school vacation	70	86	115	198	346
Sat. workshops or meetings	100	133	187	173	228
Courses on College Campus	140	262	248	88	62
Courses held off campus	269	260	187	59	40
Series non-credit evening seminars	46	96	210	210	220
Observing programs in other schools	384	276	137	34	25
Borrowing home ec. materials	492	235	82	12	14
Interdisciplinary workshops and projects	245	279	201	52	36

Information was collected on the principal sources used by the teachers for determining the instructional content of their classes. A list of 10 sources were presented for a response. The number of teachers indicating an influence from these sources are listed below. The list is arranged in order of influence.

Teacher (Yourself)	854
Textbooks or Journals	629
Other teachers in dept.	456
College courses	398
Department head	292
Home Ec. Resource Center Materials	175
Professional Association	150
Teachers in other schools	134
Home Ec. Resource Center Workshops	125
In-service program of local school	83

The last two items related to the desire of the teachers to form a FHA or HERO club or their involvement as a cooperating teacher. To these questions, 265 teachers indicated a desire to start a home economics youth club such as FHA and 429 were interested in becoming a cooperating teacher for pre-service college students.

Chapter IV

Discussion

Home economics program analysis revealed that approximately one-third of the schools in Massachusetts had some courses of less than a full-year in length. This indicates some progress toward subject-area, semester or ½ year, home economics offerings. This type of home economics program tends to be more attractive for boys. Half the schools did have boys in home economics courses and in twenty percent of the schools boys made up 5 percent or more of the total home economics enrollment.

Foods and clothing areas constituted the major part of the home economics course content. At eighth grade and below, two thirds of the programs concentrated on these two areas. The offerings at the senior high level indicated a broader coverage of home economics subject areas. There were 384 course offerings in Family Living, Housing, Child Development, or Consumer education out of a total of 1380 courses. There were indications that more courses will be offered in these areas in the future. Some schools showed offerings in subject areas as part of their next year's curriculum.

The impact of federal funding in vocational areas was not very evident in the study, with only 12% of the schools having any type of home economics occupational program. The most common type of wage-earning program was in the area of Child Care Services. This seems to indicate that more needs to be done to promote occuaptional home economics programs, in a greater number of home economics related occupational areas.

The need to work for more diversified home economics programs was supported by results from the teacher questionnaire. Over two-thirds of the teachers taught in the foods and clothing areas, and one-fourth spent their time exclusively in these two subjects.

An indication that the teachers were interested in broadening their programs was gained from their interest level in in-service topics. The home economics content areas with the highest interest level was Nutrition, Consumer Education and Family Living. These topics could serve as a focus for professional meetings, workshops and course offerings. The use of instructional media and new teaching methods was also of great interest and

could tie in to an in-service program on how to implement and incorporate the high-interest content areas into a home economics program.

Teachers also indicated a need for information on how to deal with the low-ability or special education student. These students are being incorporated into the regular school program and home economics teacher need to feel more competent in understanding these students. This is an area that should be considered in both the pre-service and in-service programs.

The most desirable times and types of in-service programs were weekday workshops held during the school year or short one-two week summer seminars. Late afternoon courses were also more desirable than evening ones, which may be of interest to the institutions offering courses of interest to home economics teachers.

Some interesting results were obtained relating to the incentive for continuning further study. Over 40% of the teachers indicated no interest in pursuing graduate study anytime within the next five years. The most common reason for this was family responsibilities, the credentialing system or salary increment policy in the state or local community provides little incentive for continuation of further study. The study indicates that more could be done to motivate the teachers to continue professional improvement through graduate study and participation in in-service activities.

Other data not mentioned in the discussion should prove very useful to the groups planning professional growth activities for the home economics teachers.

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May 4, 1973

Dear

Enclosed are forms on home economics program information and teacher surveys. Would you please have each member of your department or system complete a survey form? Program information is necessary for each school in the district. Would you please designate a teacher in each school to complete this form or fill it out yourself. Schools' names are on each sheet.

It is most important that forms be returned from each teacher. To assist in identifying those that have been returned, a code number has been given to each questionnaire. You have received _____ teacher survey forms from code no. _____ to _____. You may collect all the forms and return them to the Center in a group or have teachers return them individually. If they are returned individually, you will receive a notice by May 25 of all the numbers that have not been returned. Hopefully you will keep a record to know which teachers have the unreturned forms.

If you have extra forms or need more forms for your staff, would you please contact the Center.

Thank you for your assistance.

Sincerely,

Bonnie Brooks

H O M E E C O N O M I C S
C U R R I C U L U M C E N T E R

Whittemore Library WH 18
Framingham State College
Framingham, Mass. 01701
Telephone 872-3501 Ext. 357

May 4, 1973

Dear Home Economics Teacher:

To serve you in a more efficient manner, the Home Economics Curriculum Center, Framingham State College and Massachusetts Department of Education have joined together to provide services that meet your needs and desires. To learn more about your program and your needs, we are asking you to complete the enclosed questionnaire. You and all other home economics teachers in Massachusetts have been included in the survey.

One factor which will affect the usefulness of the results is the extent to which all teachers participate. Since we are attempting to achieve 100% response, we will want to know which responses have been received. Therefore, this questionnaire has been coded. All data will remain anonymous.

The data collected will be used in planning courses, workshops and other in-service activities. Your ideas are very important and necessary for the success of the program.

A stamped, self-addressed envelope is enclosed to simplify return of the questionnaire. Please return the questionnaire by May 18th.

It is essential that one program information form (blue sheet) be returned for each school. Results of the study will be available from the Curriculum Center.

Thank you for your cooperation.

Sincerely,

Bonnie Beeche

PROGRAM INFORMATION

1-1
2-5 (Please complete this section only once per school.)

School_____

Address_____

6 Type: ___Jr High only, ___Sr High only, ___Jr-Sr High, ___Middle, ___Other

7 Approximate school enrollment: ___under 500, ___500-1000, ___1000-1500, ___1500-2000, ___over 2000

8 Home Economic Courses are: ___continuous for entire year, ___semester or ½yr, ___both semesters and full year, ___other

Home Economic courses in your school are:

9 ___required for all 7th and 8th grade girls

10 ___required for all 7th and 8th grade girls and boys

11 ___elective for ninth grade and above

12 ___other (please specify)_____

13 What percentage of the school student body is enrolled in home economics?
___over 50%, ___25-50%, ___15-25%, ___5-15%, ___less than 5%

14 What percentage of the students who take home economics are boys? ___none
___less than 5%, ___5-15%, ___15-40%, ___over 40%

I. Complete this section only if courses involve 8th grade or below. Indicate major emphasis of home economics courses.

15 ___foods and clothing emphasized equally

16 ___primarily foods

17 ___primarily clothing

18 ___emphasis on balance of all home economics areas

19 ___other areas (please specify)_____

II. Complete this section only if program includes occupational home economics. Indicate if the following occupational programs are offered:

20 ___child care services

21 ___food services

22 ___dietary aide

23 ___other occupational home economics areas (please state)_____

_____

Are the occupational home economics programs under the auspices of the home economics department?

24 ___yes ___no

25 (If no) what department includes them?_____

Is on-the-job work experience included as part of the occupational home economics program?

26 ___yes ___no

(over)

III. Complete this section only if home economics program includes 9th grade or above. Indicate the number of non-occupational courses where major emphasis is on the following subject areas:

27 ___ mainly foods and clothing

28 ___ emphasis on all home economics areas

29 ___ foods

30 ___ clothing

31 ___ family living

32 ___ housing and interior design

33 ___ child development

34 ___ consumer education

35 ___ other (please specify)_____ _____

IV. Indicate the number of home economics teachers in the school.

36 ___one, ___two-three, ___four-six, ____over six

Is there a home economics department head?

37 ___yes ___no

(If yes) does the department head have a degree in home economics?

38 ___yes ___ no

Code No.___

HOME ECONOMICS TEACHER SURVEY

1-

2-5 Town or Regional School District_____

Please check appropriate category for the number of years you have taught.

6 ___0-2 yrs, ___3-5 yrs, ___6-10 yrs, ___11-19 yrs, ___20 yrs or over

Please check marital status.

7 ___single, ___married without children, ___married with children, ___widowed or divorced without children, ___widowed or divorced with children

Please indicate the highest degree which you have earned.

8 ___less than Bachelor's
___Bachelor's
___Bachelor's plus 15 semester hours
___Master's
___Master's plus 30 semester hours

9 What was your major areas of study for Bachelor's degree_____

10 College or University_____

Check grade level of home economics program in which you teach.

11 ___Junior & Senior High, ___Senior High, ___Junior High, ___Middle, ___Elementary, ___Other

Indicate if you are currently a member of any of the following professional associations.

12 ___American and Massachusetts Home Economics Association

13 ___American and Massachusetts Vocational Association

14 ___Home Economics Educational Association - NEA

15 ___Massachusetts Teachers Association

Are you teaching

16 ___full time ___part time

Please indicate what percentage of your total teaching load is devoted to home economics courses:

17 ___100%, ___75%, ___50%, ___less than 50%

Are you teaching in

16 ___a general home economics program
___an occupational home economics program
___other: please specify _____

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What percentage of your home economics teaching is spent in the following subject areas:

19 Foods ___100%, ___75%, ___50%, ___25%, ___10% or less

20 Clothing ___100%, ___75%, ___50%, ___25%, ___10% or less

21 Child Development ___100%, ___75%, ___50%, ___25%, ___10% or less

22 Family Living ___100%, ___75%, ___50%, ___25%, ___10% or less

23 Housing & Int. Design ___100%, ___75%, ___50%, ___25%, ___10% or less

24 Money Management ___100%, ___75%, ___50%, ___25%, ___10% or less

25 Other areas:_____ ___100%, ___75%, ___50%, ___25%, ___10% or less

26 _____ ___100%, ___75%, ___50%, ___25%, ___10% or less

If you do not hold a master's degree are you currently studying for this degree?

27 ___yes ___no

28 a. If yes, what is your major area of study?_____

29 b. If no, do you intend to study for a master's degree within the next five years? ___yes ___no

30 b^1. If you answered yes to b, what will be your major area of study?_____

31 b^2. If yes, please indicate the college or university at which you plan to study_____

If you do not plan to pursue graduate work within the next five years, check the main reason.

32 ___family responsibilities
___no desire
___not enough financial gain
___no training center near home
___not required for promotion
___lack of time
___other (explain)_____

Does your school require course work or participation in in-service activities as a requirement for salary increment?

33 ___yes ___no

If yes - Is it necessary that accepted course work carry graduate credit?

34 ___yes ___no

Check the blank that represents the time lapse since your last course in home economics or education.

35 ___2 yrs or less, ___3-5 yrs, ___6-10 yrs, ___11-20 yrs, ___over 20 yrs

Please respond to each item in the following list as to your need for topics to be included in in-service education programs. Use the following scale to indicate preference:

5 - Highly Desirable

4 - Desirable

3 - Slightly Desirable

2 - Undesirable

1 - Highly Undesirable

36 ____ Foods
37 ____ Nutrition - weight control
38 ____ Clothing selection and construction techniques
39 ____ Textiles
40 ____ Home management in relation to dual role of homemaker-wage earner
41 ____ Consumer education
42 ____ Family life
43 ____ Child development in relation to education for parenthood
44 ____ Housing and interior design
45 ____ Communications and human relations
46 ____ Social issues affecting the family
47 ____ Health education
48 ____ Trends in home economics at high school level
49 ____ Trends in home economics at middle or junior high level
50 ____ Home economics programs for elementary schools
51 ____ Home economics programs involving boys 9th grade or below
52 ____ Home economics programs involving boys above 9th grade level
53 ____ Adult home economics programs
54 ____ Departmental administration
55 ____ Curriculum development - behavioral objectives
56 ____ Curriculum development - concepts and generalizations
57 ____ Curriculum development - individualizing instruction by use of learning packages
58 ____ Using new teaching methods and techniques and materials
59 ____ Developing and using instructional media
60 ____ Student evaluation
61 ____ Program evaluation
62 ____ Dealing with students of varying ability levels especially special ed. students
63 ____ Initiating change in the educational environment
64 ____ Legislation affecting home economics
65 ____ Occupational programs (curriculum, planning, and organizing)
66 ____ Implementing new educational concepts i.e.: modular scheduling, independent study, career education, open classroom, community as a classroom
67 ____ Discipline problems
68 ____ Motivation of students
69 ____ Communicating with administrators, teachers and parents - public relations
70 ____ Incorporating a chapter of the Future Homemakers of America into the program
71 ____ Teaching in the inner-city environment

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1-2

Below is a comprehensive list of in-service education opportunities. Please write the number in the box by each item according to your desire to participate. Numbers represent the following scale:

7 - Highly Desirable

4 - Desirable

3 - Slightly Desirable

2 - Undesirable

1 - Highly Undesirable

6 [ ] Summer seminars (1-2 weeks)
7 [ ] Summer college credit courses (3-6 weeks)
8 [ ] Late afternoon college credit courses during school year
9 [ ] Evening college credit courses during school year
10 [ ] Full-day workshops on a weekday during school year
11 [ ] Workshops or courses on school vacations during the year
12 [ ] Saturday workshops or professional meetings
13 [ ] Courses held on college campus
14 [ ] Courses held off-campus
15 [ ] Series (4-6) non-credit evening seminars
16 [ ] Observation of home economics programs in other schools
17 [ ] Opportunity to borrow home economics educational materials
18 [ ] Inter-disciplinary workshops and projects

Indicate the principle source(s) used for determing the instructional content of your home economics classes.

19 ____ teacher (yourself)

20 ____ other teachers in department

21 ____ department head

22 ____ local school district - in-service activities

23 ____ other school districts or teachers

24 ____ textbooks or journals

25 ____ professional association

26 ____ Home Economics Curriculum Center materials

27 ____ Home Economics Curriculum Center workshops

28 ____ college courses

Would you be interested in forming a home economics youth club such as HERO or FHA for students in your school?

29 ____yes ____no

The colleges are interested in designating exemplary programs in home economics as a center for pre-service student teachers. If you feel your program meets this criteria, indicate your interest by checking below.

30 ____yes, I would be interested in being a cooperating teacher

____no, I am not interested